

Year 1 - Oakmeadow Art Curriculum

1. Study the work and techniques of an artist
2. Compare and contrast with the work of previous artists studied or other works in the same style
3. Critically evaluate the artists' work to inform their own ideas

4. Experiment, investigate and refine the different techniques using appropriate media
5. Create their own artwork, applying new techniques, skills and media to their own work


6. Critically evaluate their work, refining and improving where appropriate
7. Reflect and recap the knowledge and skills remembered and learnt

<p>Links to Drivers: Our Local Area – Toy Story – Under the sea -</p>	<p style="text-align: center;"><u>Autumn</u> Our Local Area</p> <p style="text-align: center;"><u>Key Question -How can we show what we see around us through art?</u></p> <p>Autumn 1 Drawing (3 lessons) – linked to science – Animals including humans & Seasonal change Planning support saved on system</p> <p>Autumn 2: Sculpture (3 lessons) Planning support - https://planbee.com/products/andy-goldsworthy - SAVED ON SYSTEM Key areas: Sculpture - Finding natural resources around our local area - link to found art too .Key artist: Andy Goldsworthy,</p>	<p style="text-align: center;"><u>Spring</u> Toy Story</p> <p style="text-align: center;"><u>Key question: How are primary colours used in art work throughout the years past and present?</u></p> <p style="text-align: center;">Spring 1: Collage (3 lessons)</p> <p style="text-align: center;">Spring 2 – painting Planning support resource saved in folder.</p>	<p style="text-align: center;"><u>Summer</u> Under the Sea</p> <p style="text-align: center;"><u>Key question: How is the underwater world represented in art?</u></p> <p style="text-align: center;">Summer 1: Printing (3 lessons) Summer 2: Textiles (3 lessons) Planning support saved in folder.</p>	<p style="text-align: center;">End Expectations</p>
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Substantive knowledge
Substantive knowledge
practical knowledge - developing technical proficiency
theoretical knowledge - cultural and contextual content about artists and artwork

By the end of year 1 children should know

1. how to recognise and describe some simple characteristics of different kinds of art, craft and design.
2. the names of the tools, techniques,



The Rhinoceros by Albrecht Durer (1515)


Key Question -How can we show what we see around us through art?

Resources: Art sketchbook, assorted paper weights and textured card (white and brown), HB and 2B pencils, charcoal, black and white oil pastels, white chalk

Lesson 1: Explore materials and artist
Lesson 2: Explicit teaching of techniques
Lesson 3: Applying knowledge, skills and techniques and evaluate.

I can:

- make marks using a variety of tools
- study the work of a key artist
- use different drawing techniques (cross hatching, using pressure to go from light to dark / dark to light, using zig zags,



Key Question -How can we show what we see around us through art?


Natural resources from the local area, pencils, chinks, found/organic materials,

Lesson 1: Explore materials and artist
Lesson 2: Explicit teaching of techniques
Lesson 3: Applying knowledge, skills and techniques and evaluate.

Sculpture

I can:

- describe the colours, shapes, patterns
- use pastels and drawing to create spirals and circles
- Select natural materials and make spirals and circles
- Understand what is meant by balance and weight and apply this knowledge to build a structure

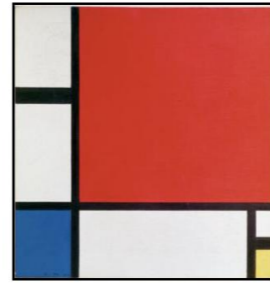


Castle and Sun (1928) by Paul Klee

How are primary colours used in art work throughout the years past and present?

Resources: Lesson 1: tissue paper, scissors, newspaper, old maps and books, glue stick, cardboard to make templates, corks, white paper, pencils, black handwriting pens. Lesson 2: glue sticks, magazines, white paper, white poster paint, rollers. Lesson 3: water-based pastels or chalks, samples of matt patterned paper such as wallpaper, glue sticks, rulers, black marker pens, paintbrushes, templates used in Lesson 1

Lesson 1: Explore materials and artist
Lesson 2: Explicit teaching of techniques
Lesson 3: Applying knowledge, skills and techniques and evaluate.




Art history Piet Mondrian (1930)

How are primary colours used in art work throughout the years past and present?

Resources: Art sketchbooks, A3 paper, powder or ready-mixed paint (primary colours), wide-based water pots, water, paintbrushes of various sizes, scraps of paper, card, paper towel, hessian, corrugated cardboard, PVA glue, cardboard cartons (cereal boxes or similar – flattened and cut for use as a painting surface), a cloth or paper towels for each pupil to use as an artist's rag, palettes for placing and mixing paint

Lesson 1: Explore materials and artist



Untitled 30 by Karen Lederer (2014)


Resources:

Lesson 1: a range of household objects to use for printing with (e.g. wooden pegs, cotton reels, pieces of cardboard, bubble wrap, corks, buttons), pupils' sketchbooks, ready mixed or powder paint in primary colours, paintbrushes, masking tape or gummed tape, scraps of paper of different textures, glue, paper for printing on Lesson 2: household objects that can lie flat against a surface, spray bottle, ink, clay, objects for pressing into clay, different types and colours of paper, recycled paper for stencilling activity, paintbrushes, gummed or masking tape, scissors Lesson 3: all of the above, examples of works by Karen Lederer (in particular, Untitled 30, 2014)

Lesson 1: Explore materials and artist
Lesson 2: Explicit teaching of techniques
Lesson 3: Applying knowledge

I can:

- Identify primary colours
- Hold a paintbrush correctly



Resources: Lesson 1 - thick cardboard with holes punched (one per pupil), samples of fabric, lengths of string, wool and yarn, squares of mesh and hessian, oil crayons, sugar paper, water-based paint, paintbrushes Lesson 2 - lengths of string and yarn, PVA glue, chalk, squares of white cotton (one per pupil), white paper, containers for water Lesson 3 - chalk, white fabric, gummed paper, paint, paintbrushes, variety of fabrics, threads and yarns, PVA glue, scissors

Lesson 1: Explore materials and artist
Lesson 2: Explicit teaching of techniques
Lesson 3: Applying knowledge

I can

- explore methods of manipulating fabric and yarns by poking, pulling, threading, and weaving
- use oil crayons and paint with control to explore pattern making
- explore methods of adding texture to a patterned surface
- use drawing tools such as chalk in different ways and on different surfaces

Key stage 1 Pupils should be able to:

- use a wide range of materials creatively to develop their own ideas, experiences and imagination
- develop a wide range of art and design skills, including drawing, painting and sculpture, to make their own work
- understand the work of a range of artists, craft makers and designers, and similarities between different styles and making links to their own work

and the formal elements (colours, tones, shapes, tones etc.) that they use.

drawing curved and straight lines, using the tips and sides of drawing tools, blending and smudging)

- Apply different drawing techniques.

I know:

Know that Albrecht Durer's artwork had intricate details of nature
Know that drawing is the means by or way in which marks are made on a surface.

Know that drawing is the means by or way in which marks are made on a surface.

Know that pressure means how hard the tool is pressed onto the paper.

Know that the more pressure applied to a tool, the darker the shade will be. The less pressure applied to a tool, the lighter the shade will be.
Know that the tools should not be held too tightly.

Know how to use large sweeping movements rather than smaller movements.

Know that there are different drawing techniques and know how lines can be used to create shade, density and lightness.

Know that certain materials produce a specific effect, e.g. chalks smudge
Know that the outline should be drawn lightly.

Know that different mark making techniques create texture.

Albrecht Durer (1471 – 1528) Born in Nuremberg, Germany, Albrecht Durer was one of the first artists to become famous throughout Europe in his own lifetime. His work is well known for its intricate details of nature. Durer made carved wooden blocks and engraved metal plates using his drawing skills. He signed almost all of his work with an interesting arrangement of his initials.

- Experiment with different materials and state preferences

I know:

- Know that Andy Goldsworthy used natural materials to make patterns
- Know that Sculptures can be made out of many different materials
- What a spiral is.
- Andy Goldsworthy used curves, circles and spirals in his works of art.
- How to use pastels
- How to select and use materials to create a spiral or circle
- different colours can be used to create repeating pattern.
- How to select appropriate media and evaluate my work and others'

Andy Goldsworthy, (born July 26, 1956, Cheshire, England) is British sculptor, land artist, and photographer known for works created outdoors from natural materials found on-site.

Collage

I can

- select and arrange colours, shapes and images to achieve a desired effect
- Develop and apply accurate cutting and tracing skills
- evaluate my own work
- select images, colours and textures for visual effect.
- experiment with the effects of tearing rather than cutting paper
- create a textured and muted background using mixed media
- Use line to represent simple shapes Use templates to draw shapes
- blend colours using chalks or pastels

I know:

- Know that different types of paper can be used to create a collage landscape.
- Know how to conserve paper and how to trace and cut accurately around the shape.
- Know what happened when glue is used to stick the paper.
- Know that the paper can be arranged randomly or systematically to produce a pattern.
- Know work of Paul Klee experimented with colour theory. Some of his work was built up with paper, reflect his sometimes dry humour, a somewhat childlike perspective and his musicality.
- Know that Klee built up the background of his various paintings using paper as a way of adding texture.
- Know the different colours and shapes
- Know that art work has soft, muted colours and see the use of line

Lesson 2: Explicit teaching of techniques

Lesson 3: Applying knowledge, skills and techniques and evaluate.

I can:

- Identify parts of a paintbrush
- Use water, paint and a palette (dip, dip, dab)
- I can develop different brushstrokes
- I can arrange geometric blocks of primary colours

I know:

- Know that Piet Mondrian's Composition II in Red, Blue and Yellow has been divided into rectangles
- Know that the colours used are primary colours.
- Know that black lines have been used to border the rectangles.
- Know that some rectangles have been left white
- Know how to build up a thick consistency of paint or dab directly onto the paper.

• Know that in between each colour change why the brush needs to be rinsed and dabbed dry.

- Know the colours red, yellow and blue are the primary colours
- Know that paint is applied to a surface using a brush - called a brushstroke.
- Know that curved

• Know that curved

- Use controlled brushstrokes
- Make marks by printing from everyday objects
- Experiment with layering marks by overprinting
- Print clear marks using everyday objects
- Explain the process of overprinting
- Comment on the effects created by overprinting
- Apply paint using controlled brushstrokes and stippling
- Use a stencil and the stippling technique to create printed shapes
- Experiment with stencilling techniques to achieve different effects
- Create a repeated pattern using the relief printing technique
- Combine printing techniques such as stencilling and relief printing
- Use the stippling technique and stencilling to create clear and defined shapes
- Explain how to make and use a stencil
- Produce a clear image from a relief printing block
- Respond to the work of Karen Lederer
- Apply a range of printing techniques
- Explain processes and personal preferences

I know:

- Know how to respond to the marks they make
- Know how to print clear marks from a range of objects by applying paint carefully and using appropriate pressure
- Know how to comment on the effects created by overprinting
- Know how to explain the printing process
- Know the stippling technique and stencilling to create clear and defined shapes Know how to explain how to make and use a stencil
- Know how to produce a clear image from a relief printing block
- Know that relief printing block is applying paint with a sponge to the block and printed onto paper to create repeated printed shapes
- Know that the stippling technique is when painted is applied to a stencil.
- Know to start the lightest colour first when printing lots of colours.
- Know that firm pressure is needed printing with objects

Artist: Karen Lederer (born 1986 -)

Karen Lederer is a printmaker who lives and works in New York. She is heavily influenced by the work of

- combine materials to create colourful and textural effects
- apply taught techniques to a different context

I know:

Know that fabric is the cloth made by weaving natural materials such as cotton or silk.

Know that yarn is the thread that has been spun and is used for knitting and making cloth.

Know that a textured surface can also be created by pushing small sections of fabric into holes made in cardboard.

Know how to attach lengths of string and yarn to a patterned surface, using PVA glue.

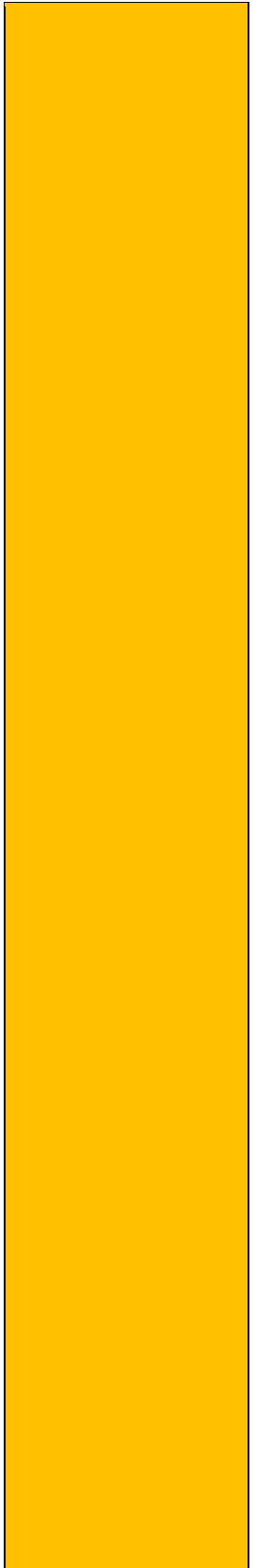
Know how to use different colours of string or yarn to create interesting patterns and shapes.

Know how to create layered texture to surfaces using yarn and beads.

Know that Anne Kelly uses a range of fabrics, stitching and embroidery to create her artwork.

Know how the techniques and materials they have used in the previous lessons can be combined to create a small world.

Anne Kelly is a contemporary Canadian born, UK based artist. Anne's multi layered and densely stitched textiles have been likened to 'small worlds'



- Know how to mute the bright colours by spreading white paint across the surface with a roller and how this technique results in softer tones
- Know that if teared pieces of paper are added to the muted backgrounds, the art work is creating a collage.
- Know how to draw vertical and horizonatl lines to create a house shape.
- Know that tracing around shapes can be used to create buildings.
- Know how brushing over the whole picture with water will soften and blend the colours.

Art history: Paul Klee (1879 – 1940)

Paul Klee (1879 – 1940) Paul Klee was a Swiss-born German artist whose individual artistic style was influenced by cubism, expressionism and surrealism. Klee experimented with colour theory and wrote extensively on this subject. He and his colleague, Wassily Kandinsky, both taught at the Bauhaus School of Art, Design and Architecture. His works, which were often set against a background built up with paper, reflect his sometimes dry humour, a somewhat childlike perspective and his musicality.

brushstroke can be in the shape of a 'C'.

- Know why it is important to rinse the brush between each colour and dab on a paper towel.
- Know that circles, dots, short strokes are different marks.
- Know why it is important to lift the brush between mark making and not to scrub or rub the bristles too hard.
- A palette is a thin board with a hole in it for the thumb to go

through, used by an artist for mixing colours when painting.

- primary colours The colours red, yellow and blue are the primary colours.
- brushstroke The way in which something, especially paint, is applied to a surface using a brush, is called a brushstroke.

Piet Mondrian (1872 -1944) Piet Mondrian was a Dutch artist, born in 1872. His early works were landscapes and quite different from his later pieces for which he tended to use only red, blue and yellow in blocks of colour. In fact, he painted 250 abstract geometric paintings. He spent the last four years of his life in New York and it is said that the yellow in his later work was inspired by the yellow taxi-cabs of the city. Another interesting fact is that although Mondrian used lines throughout his work, he didn't use a ruler.

Henri Matisse and graphic advertising, Karen creates colourful monoprints of everyday objects



<p>Disciplinary knowledge</p> <p>Disciplinary knowledge - content about how art is studied, discussed, and judged</p> <p>By the end of year 1 pupils should be able to</p> <ol style="list-style-type: none"> 1. recognise that ideas can be expressed in art work. 2. experiment with an open mind 3. try out a range of materials and processes and 4. recognise that they have different qualities use materials purposefully to achieve particular characteristics or qualities. 5. Show interest in and describe what they think about the work of others 	<ul style="list-style-type: none"> I can talk about marks made <p>I can share my thoughts on how the artist has used lines to show movement and mood.</p> <p>I can share my thoughts on how the artist has used texture to change the look and feel of a surface..</p>	<p>I can share my ideas and show links between my artwork and our theme or topic we are studying.</p> <ul style="list-style-type: none"> I can draw events and places from the locality and things that have happened to them, things they know and love or imagining far away, imagined places. I have had the opportunity to make creative decisions about the content of my work, select appropriate media to work with and made choices about outcomes. I can describe my thoughts, ideas and intentions about my work. I can form opinions about the process of my work saying what went well & how I might improve it. I know that Andy Goldsworthy uses different forms and shape within his work. I know how to describe the content and the feelings & emotions within his work and discuss how this can be replicated within my own work. 	<ul style="list-style-type: none"> I can make creative decisions about the content of my work, select appropriate media to work with and made choices about outcomes. I can describe my thoughts, ideas and intentions about my work. I can form opinions about the process of my work saying what went well & how I might improve it. I know how to describe the content and the feelings & emotions within his work and discuss how this can be replicated within my own work. 	<ul style="list-style-type: none"> I can describe my thoughts, ideas and intentions about my work. I can form opinions about the process of my work saying what went well & how I might improve it. I know how to describe the content and the feelings & emotions within his work and discuss how this can be replicated within my own work. 	<ul style="list-style-type: none"> I can describe my thoughts, ideas and intentions about my work. I can form opinions about the process of my work saying what went well & how I might improve it. I know how to describe the content and the feelings & emotions within his work and discuss how this can be replicated within my own work I can make creative decisions about the content of my work, select appropriate media to work with and made choices about outcomes. I can comment on the work of Karen Lederer I can apply knowledge of a range of printing techniques I can explain a range of printing processes I can express preferences about my own and others' work 	<ul style="list-style-type: none"> I can describe my thoughts, ideas and intentions about my work. I can form opinions about the process of my work saying what went well & how I might improve it. I know how to describe the content and the feelings & emotions within his work and discuss how this can be replicated within my own work I can comment on the artist's work and how it has influenced my own work
<p>Key vocabulary:</p>	<p>cross-hatching involves drawing a series of parallel lines to create tonal effects similar to rough shading: the closer the lines are drawn together, the darker the shading will appear</p> <p>texture the quality of something that can be known by touch or the degree to which something is rough or smooth or soft or hard</p> <p>monochrome a picture which contains shades of only one colour or black and white</p> <p>Core knowledge:</p>	<p>balance a state where things are of equal weight or force</p> <p>construct to build something or put different parts together to form something whole</p> <p>model to make a model of something</p> <p>Core knowledge:</p> <p>smooth A smooth surface is completely flat and even, without any rough areas or holes.</p> <p>pebble A pebble is a smooth, round stone that is found in or near water</p>	<p>tear to pull or be pulled apart or to pull pieces off</p> <p>snip to cut something with scissors, usually with short, quick cuts</p> <p>paste to stick something to something else</p> <p>Core knowledge:</p> <p>contrast Contrast refers to differences in colour or in light and dark. Contrast is used in photographs and paintings to create a special effect or to create a mood or atmosphere.</p> <p>line A line is a long mark on the surface of something.</p>	<p>bristles the part of the brush that you paint with</p> <p>ferrule a band, usually made of metal, around something such as a stick or handle that holds the bristles of a brush in place</p> <p>handle the part of the brush you hold when painting and should be held in the same way that you hold a pencil</p> <p>Core knowledge:</p>	<p>stippling drawing or painting using small dots</p> <p>stroking the movement of a brush when painting</p> <p>overprint to print onto a surface that has already been printed on</p> <p>Core knowledge:</p> <p>printmaking Printmaking is the process of creating artworks by printing. There are a range of printmaking techniques such as monoprinting and relief printing.</p> <p>stencil A stencil is a piece of card, plastic or metal, into which shapes have been cut. A picture is created by drawing or painting through the holes.</p>	<p>fabric Fabric is the cloth made by weaving natural materials such as cotton or silk. Fabrics can also be produced using man made materials.</p> <p>yarn Yarn is the thread that has been spun and is used for knitting and making cloth.</p> <p>portrait A portrait is a picture, painting or photograph of a person</p> <p>Core knowledge:</p> <p>thread (verb) to put something long and thin, such as string or thread, through a narrow hole or into a small space</p> <p>assemble to come together in a single place or bring parts together in a single group</p> <p>fibres any of the thread-like parts that form plant or artificial material that can be made into cloth</p>

	<p>drawing Drawing is the means by or way in which marks are made on a surface. pressure Pressure means how hard the tool is pressed onto the paper or canvas. The more pressure applied to a tool, the darker the shade will be. The less pressure applied to a tool, the lighter the shade will be. orientation Orientation is where lines or shapes are positioned on the paper or the canvas.</p>		<p>muted A muted colour is not bright.</p>	<p>palette A palette is a thin board with a hole in it for the thumb to go through, used by an artist for mixing colours when painting. primary colours The colours red, yellow and blue are the primary colours.</p> <p>brushstroke The way in which something, especially paint, is applied to a surface using a brush, is called a brushstroke</p>	<p>relief printing This is the process of printing from a block that has an impression of a pattern or shape.</p>	
<p>Art Strands: Working artistically</p>	<p>Line Lines are used to show movement and mood.</p> <p>Texture Texture is the look and feel of a surface.</p>	<p>Line Lines are used to show movement and mood.</p> <p>Form Artists use form when they create sculptures. These are 3D shapes.</p> <p>Texture Texture is the look and feel of a surface.</p>	<p>Shape Form Texture Space Shape is a flat (2D) area surrounded by an outline or edge.</p> <p>Line Lines are used to show movement and mood.</p> <p>Colour colour is used to convey atmosphere and mood.</p> <p>Texture Texture is the look and feel of a surface</p>	<p>Shape Form Texture Space Shape is a flat (2D) area surrounded by an outline or edge.</p> <p>Colour colour is used to convey atmosphere and mood.</p>	<p>Shape Form Texture Space Shape is a flat (2D) area surrounded by an outline or edge.</p> <p>Line Lines are used to show movement and mood.</p> <p>Colour colour is used to convey atmosphere and mood.</p>	<p>Line Lines are used to show movement and mood.</p> <p>Colour colour is used to convey atmosphere and mood.</p> <p>Texture Texture is the look and feel of a surface</p>
<p>Prior Learning:</p>	<p>Pupils will be able to: • hold drawing tools correctly position their paper according to whether they are left or right-handed</p>	<p>Pupils will be able to: • use collage materials and fabric to create 2D artwork use scissors and drawing tools • use line and texture to create effects</p>	<p>Pupils will be able to: • hold scissors and drawing tools correctly • identify primary colours combine a range of materials such as fabrics to create artwork</p>	<p>Pupils will be able to: • hold a paintbrush correctly in the same way that they hold a pencil</p>	<p>Pupils will be able to :hold a paintbrush correctly Point of reference: • use controlled brushstrokes • identify primary colours</p>	<p>apply paint using controlled brushstrokes • make marks using a range of materials • apply the resist technique, using oil crayons and paint</p>

	Yr. 3	Yr. 4
Skills	By the end of Yr. 3 pupils should be able to:	By the end of Yr. 4 pupils should be able to:
Generating Ideas <i>Skills of Designing & Developing Ideas</i>	<ol style="list-style-type: none"> gather and review information, references and resources related to their ideas and intentions. use a sketchbook for different purposes, including recording observations, planning and shaping ideas. 	<ol style="list-style-type: none"> select and use relevant resources and references to develop their ideas. use sketchbooks, and drawing, purposefully to improve understanding, inform ideas and plan for an outcome. <i>(for instance, sketchbooks will show several different versions of an idea and how research has led to improvements in their proposed outcome.)</i>
Making <i>Skills of Making Art, Craft and Design</i>	<ol style="list-style-type: none"> develop practical skills by experimenting with, and testing the qualities of a range of different materials and techniques. select, and use appropriately, a variety of materials and techniques in order to create their own work. 	<ol style="list-style-type: none"> investigate the nature and qualities of different materials and processes systematically. apply the technical skills they are learning to improve the quality of their work. <i>(for instance, in painting they select and use different brushes for different purposes)</i>
Evaluating <i>Skills of Judgement and Evaluation</i>	<ol style="list-style-type: none"> take the time to reflect upon what they like and dislike about their work in order to improve it <i>(for instance they think carefully before explaining to their teacher what they like and what they will do next)</i> 	<ol style="list-style-type: none"> regularly reflect upon their own work, and use comparisons with the work of others (pupils and artists) to identify how to improve.
	By the end of Yr. 3 pupils should know:	By the end of Yr. 4 pupils should know:
Knowledge <i>Knowledge about art processes and context</i>	<ol style="list-style-type: none"> about and describe the work of some artists, craftspeople, architects and designers and be able to explain how to use some of the tools and techniques they have chosen to work with. 	<ol style="list-style-type: none"> about and describe some of the key ideas, techniques and working practices of a variety of artists, craftspeople, architects and designers that they have studied. about, and be able to demonstrate, how tools they have chosen to work with, should be used effectively and with safety.
<i>Note: The threads in this Assessment Criteria Table are:</i>	<ol style="list-style-type: none"> <i>is about researching and developing ideas</i> <i>is the sketchbook thread, recording and experimenting</i> <i>is about exploring and developing skills and techniques</i> <i>is about applying and using technical skills and acquiring mastery</i> <i>is about making judgements</i> <i>is about the knowledge of art, cultural context etc.</i> <i>is about the knowledge of media, processes, techniques etc.</i> 	

KS2 Years 5 and 6

	Yr. 5	Yr. 6
Skills	By the end of Yr. 5 pupils should be able to:	By the end of Yr. 6 pupils should be able to:
Generating Ideas <i>Skills of Designing & Developing Ideas</i>	<ol style="list-style-type: none"> engage in open ended research and exploration in the process of initiating and developing their own personal ideas confidently use sketchbooks for a variety of purposes including: recording observations; developing ideas; testing materials; planning and recording information. 	<ol style="list-style-type: none"> independently develop a range of ideas which show curiosity, imagination and originality systematically investigate, research and test ideas and plans using sketchbooks and other appropriate approaches. <i>(for instance. Sketchbooks will show in advance how work will be produced and how the qualities of materials will be used)</i>
Making <i>Skills of Making Art, Craft and Design</i>	<ol style="list-style-type: none"> confidently investigate and exploit the potential of new and unfamiliar materials <i>(for instance, try out several different ways of using tools and materials that are new to them)</i> use their acquired technical expertise to make work which effectively reflects their ideas and intentions. 	<ol style="list-style-type: none"> Independently take action to refine their technical and craft skills in order to improve their mastery of materials and techniques Independently select and effectively use relevant processes in order to create successful and finished work
Evaluating <i>Skills of Judgement and Evaluation</i>	<ol style="list-style-type: none"> regularly analyse and reflect on their progress taking account of what they hoped to achieve. 	<ol style="list-style-type: none"> provide a reasoned evaluation of both their own and professionals' work which takes account of the starting points, intentions and context behind the work
	By the end of Yr. 5 pupils should know:	By the end of Yr. 6 pupils should know:
Knowledge and understanding <i>Acquiring and applying knowledge to inform progress</i>	<ol style="list-style-type: none"> research and discuss the ideas and approaches of a various artists, craftspeople, designers and architects, taking account of their particular cultural context and intentions. how to describe the processes they are using and how they hope to achieve high quality outcomes 	<ol style="list-style-type: none"> how to describe, interpret and explain the work, ideas and working practices of some significant artists, craftspeople, designers and architects taking account of the influence of the different historical, cultural and social contexts in which they worked. about the technical vocabulary and techniques for modifying the qualities of different materials and processes.